

Lilliput Playgroup

Lilliput Pre-School Playgroup, Village Community Hall, Vicarage Road, Dagenham, Essex, RM10 9SD

Inspection date

10/07/2014

Previous inspection date

03/02/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff create an interesting and stimulating play environment every day and this encourages children to explore. Staff interact effectively during free play to promote children's thinking and talking.
- Staff use their observations of children to good effect when planning for children's future learning. They always take into account children's interests and needs.
- Staff encourage children to gain self-confidence and independence. Children show a sense of belonging and respect for others and the environment.
- There are efficient systems in place for monitoring teaching and learning. The manager makes good use of these to highlight potential areas for further improvement.

It is not yet outstanding because

- Staff do not provide a broad range of opportunities for children to learn more about the natural world.
- Staff do not always make the most of opportunities to offer activities that encourage children to develop their physical skills further.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children taking part in a variety of play activities.
- The inspector spoke with staff and observed their teaching.
- The inspector interviewed the playgroup manager.
- The inspector sampled the playgroup's documentation, in particular that relating to children's progress and safeguarding.
- The inspector offered to complete a joint observation with the manager.

Inspector

Jill Nugent

Full report

Information about the setting

Lilliput Playgroup opened in 1950 and registered with Ofsted in 2001. The playgroup operates from a community hall in Dagenham in the London Borough of Barking and Dagenham. The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children have the use of a large hall and a secure outdoor play area. The playgroup is open every weekday from 9.30am to 12.30pm during term time. The playgroup is in receipt of funding for the provision of free early education to children aged two, three and four. Currently there are 33 children on roll in the early years age group. The playgroup supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The playgroup employs seven staff, all of whom hold relevant early years qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide more opportunities for children to learn more about the natural world and living things
- make the most of opportunities to offer extra physical activities to encourage children to practise and develop new physical skills.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff are effective in meeting the learning needs of all children who attend. They offer a wide variety of indoor play activities each day, and access to outdoor play when weather permits. Staff are particularly skilled at creating interesting play areas for children. This encourages them to explore, to make connections and be creative. For example, children especially enjoy a comfortable book corner with small seats, soft toys, telephones and a chalk board. Children like to join in imaginary play in well-planned role play areas; for instance, they make sandwiches with real bread and cucumber or dress up as firefighters and pretend to put out fires. In this way children's interest is stimulated effectively. They become absorbed in their play and keen to interact with others, thereby developing good communication skills.

Staff have worked on improving their own interaction with children through the use of the 'Every Child A Talker' programme. In addition they are beginning to introduce signs and symbols to help children communicate. Consequently a particular strength of the provision is children's acquisition of new vocabulary and their increasing ability to take part in

meaningful conversation. Staff actively encourage children to talk through a sensitive approach, which involves a combination of listening, commenting and questioning. They always take care when joining children in their play, helping children to relax and enjoy their company. Children respond positively to this relaxed approach and quickly gain confidence in communicating with others. Additionally they gain useful language skills, for example, the ability to describe and compare. Older children initiate conversation and like to tell their own stories when looking through books. These skills give children a good basis for their future learning at school.

Staff provide a range of activities to help children develop good early skills in the areas of both literacy and mathematics. Recently staff have looked carefully at the needs of different groups of children and now provide different opportunities to meet these needs. For instance, children can explore mark-making and drawing in different situations. They use mark-making tools and paper on the floor and at tables, easels and clipboards. Children find out more about numbers and patterns when mark-making on printed forms and grids that have been collected within the local community. Children discover concepts such as height, size and weight when using construction equipment or cutting shapes out of modelling dough. Staff reinforce children's learning in these key areas through conversation and demonstration, enabling children to further extend their learning.

Staff provide a variety of opportunities for children to explore different materials creatively and to express their own ideas. For example, children like to explore paint freely, noticing how the paint moves and mixes. Children have fun cutting, folding and sticking spontaneously as they create pictures to fit into envelopes. They learn new art and craft techniques in organised adult-led activities. Children are beginning to learn about the natural world when, for example, planting herbs outdoors, observing tadpoles or feeling pebbles. However staff do not maximise the opportunities for children to extend their knowledge and understanding of the natural world, for example, by encouraging children to explore natural objects indoors.

Children enjoy using the outdoor physical equipment, which helps them to practise and develop new physical skills. For example, they are able to run, climb, slide and ride. On occasions children are also able to learn new physical skills indoors, for example, when taking part in parachute games. However staff do not always make the most of opportunities to help children extend their physical skills in different play situations, for example, by improving provision outdoors overall and making sure there are regular physical play opportunities indoors when children cannot play outdoors.

Staff make good use of an effective system of observational assessment to determine children's individual learning needs and to plan relevant activities that move them on in their learning. Staff use learning objectives when planning activities so that they are clear as to what children are expected to learn from each activity. They maintain a flexible approach and this encourages children to enjoy their play and develop good attitudes towards learning. In addition, staff take care to meet children's differing developmental needs by setting realistic targets, thereby helping to close gaps in achievement. Consequently staff interact well with both those who need extra support and those who need to be extended in their learning.

The contribution of the early years provision to the well-being of children

Staff are attentive to the well-being of all children. They show a caring attitude towards children and make sure that those who feel unsure or unsettled benefit from extra attention. Consequently children are well-settled and play happily. They develop close relationships with staff and respond enthusiastically to their suggestions. Staff are adept at knowing when to interact and when to allow children space to explore. They watch out for children who might benefit from their interaction and make sure they stay with activities long enough to maintain children's interest. Consequently children often become absorbed in their exploration, learning to concentrate and focus on a particular task.

Children are encouraged to become independent learners. Staff provide a large selection of resources from which children can choose during their free play. At circle times children help to choose songs and at snack time they choose from a selection of foods. In this way children learn to make decisions for themselves and build self-confidence. Children play well alongside each other. They are aware of the playgroup rules and behave responsibly. Staff manage children's behaviour effectively by maintaining a calm environment and redirecting children in a positive manner when necessary. Staff talk with children about safety issues so that children learn to act in ways which keep them and others safe.

Children are encouraged to adopt healthy lifestyles. Staff show children how to maintain good hygiene practices, such as hand washing. They offer children healthy snacks each day. For example, children choose from breads, cheese and fruit. Snack times are well organised, enabling children to choose when to have a snack but ensuring that they are able to sit with others around the table. In this way staff help children to develop the skills required to feed themselves, such as using knives to spread, as well as the social skills required when eating together as a group. Children cooperate happily with staff at tidy up times, carefully putting away resources in the correct places.

Staff help children to move smoothly into playgroup and then on to school. Staff liaise closely with parents so that they are aware of children's backgrounds and any particular care needs. The playgroup has a good settling in procedure, which involves parents at every stage. Staff talk with children about different emotions and feelings. They make use of books, pictures and mirrors to encourage children to think about how they feel. Often staff talk with children about their families and events at home. Staff invite local teachers to come and meet children in the playgroup and prepare a report to be taken to school. As a result children are ready and confident when moving on.

The effectiveness of the leadership and management of the early years provision

The staff team is effective in the day-to-day organisation of the playgroup. The manager has been involved with the playgroup for many years and is proactive in motivating staff. They are a well-established team and take time each day to create a stimulating play environment for children. The playgroup's documentation is well organised in neat and

tidy files. There are good procedures in place to promote the safeguarding of children. The manager ensures that all staff undergo the necessary checks relating to their suitability to work with children. Staff are vigilant concerning children's safety in the setting and have carried out a thorough risk assessment of the premises. The written risk assessments cover all aspects of the provision and are reviewed when necessary. A system of daily safety checks also contributes to keeping the environment safe for children.

Staff update their mandatory training regularly and are therefore well trained in safeguarding and first aid. They know what to do if they have any concerns relating to child protection. They provide useful information for parents about safeguarding and child protection so that parents are well informed about staff's responsibilities. Staff also attend regular training events that help them to improve different aspects of their practice. In addition they receive good support from an early years advisor. Recently staff have focused on developing their teaching skills in the areas of literacy and mathematics. This has had a noticeable effect on children's levels of achievement. The manager has effective systems in place to monitor staff's teaching and children's progress. By tracking children's achievements over time she is able to highlight areas that require further input or improvement.

Staff have a good working partnership with parents. There is useful information on display around the setting about the playgroup's policies, current staffing and educational programme. Staff encourage parents to become involved in their children's learning by asking them to contribute observations from home as well as regularly viewing their children's learning files. Staff spend time reassuring and informing parents when they have queries. They provide regular opportunities for parents to exchange information about their children's progress. Children with special educational needs are well supported because all staff are aware of their needs and interact sensitively with them. The playgroup has close links with a local children's centre and other early years professionals, which means staff can seek extra support and advice when necessary.

The manager has introduced effective systems of self-evaluation. She seeks the views of staff and parents regarding the provision for children. She is keen to introduce a way of involving children in evaluating their learning too. She is encouraging parents to become more involved in the setting, for example, by coming in to read stories or tell children about their jobs. Parents are also involved in helping children learn more about diversity, for example, helping with a multicultural day by contributing different foods for children to try. In this way the manager is maintaining a real community feel to the playgroup and helping whole families to have a sense of belonging. She makes use of an action plan to set relevant targets for the future, for example, staff are currently working to develop the scope of circle times, enabling children to benefit from a more diverse learning experience.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	100232
Local authority	Barking & Dagenham
Inspection number	965249
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	33
Name of provider	Lilliput Playgroup Committee
Date of previous inspection	03/02/2014
Telephone number	07952711141

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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